

CREATURE FEATURE

Grades 3-5

OBJECTIVE	Students will use inferring, art, writing, and communication skills to: <ul style="list-style-type: none"> Determine why some of Hawai'i's birds are endangered. Communicate information about endangered species to others.
KEY CONCEPT	Endangered bird species have declined due to loss of habitat, disease, predation, and introduced plants and animals.
MATERIALS	clear contact paper, colored markers, and scissors
VOCABULARY	endangered species, endemic, habitat, predation, threatened species
SUBJECT AREAS	science, language arts
2005 HAWAII STATE CONTENT STANDARDS	
STANDARD	BENCHMARK
3.5.1	Describe the relationship between structure and function in organisms.
4.2.1	Describe how the use of technology has influenced the economy, demography, and environment of Hawaii. (complete section 3)
4.3.2	Describe how an organism's behavior is determined by its environment. (complete section 2)
4.5.3	Describe how different organisms need specific environmental conditions to survive (achieved by comprehension of sections 2 and 3, grade 4 extension)
5.1.2	Formulate and defend conclusions based on evidence (achieved by completing the grade 5 extension, see below)

OVERVIEW: This activity introduces students to the unique and endangered birds of Hawai'i by a regularly scheduled "Creature Feature" highlighting a different bird each week, or every couple of days, depending on time available. Students will add color to the bird pictures provided, cut them out and wear them as stickers. By celebrating the uniqueness of Hawai'i's native birds, students will become familiar with endangered species. Building on that awareness, they may choose to take action by raising the awareness of others in the school.

The bird illustrations provided for this activity were chosen to represent an endangered bird from each of the main islands and to provide a variety of colors and bill shapes. However, other birds could be featured by referring to the references listed at the end of this guide. (Note: fact sheets for each of the birds included on the Forest Bird's of Hawai'i poster are available from the Department of Land and Natural Resources on the Division of Forestry and Wildlife's website: www.dofaw.net. Follow the link to Hawai'i's Comprehensive Wildlife Conservation Strategy- Species of Greatest Conservation Need)

PROCEDURE:

- 1) Copy the "creature features" (pages 4 & 5) onto heavy paper and cut them into strips.
- 2) Set up a "creature feature" area in the classroom with a picture of one of the endangered birds (included with this activity) placed in a prominent spot, perhaps within a bright star on a bulletin board. Cover the area with a cloth so that you can create some fanfare around the unveiling of each week's feature and excite students' curiosity to learn more about the unique and beautiful birds of Hawai'i. You may also want to use construction paper to cover areas of information about the bird. On separate sheets of paper, write the following questions: Where do I live?; What do I eat?; Why am I endangered? Using the information provided on the fact sheets write answers to these questions and

staple them to the bulletin board. Cover the answers with the question sheets; attaching them so that they flip up to reveal the answers.

- 3) As you introduce each creature, give students hints to help them answer the questions about the bird's distribution, diet, and decline. Such as, I am found on the biggest island in the Hawaiian Islands; my food comes from the forest; and people have introduced some animals that have disturbed my habitat. Use the information provided on the fact sheets to relate some of the bird's life history to your students. Make a list on the blackboard to summarize the reasons for the bird's decline: a) loss of habitat due to man's encroachment, b) disease, c) predation by other animals such as rats, mongooses, and cats, and d) habitat disturbances by introduced animals such as pigs, goats, and cattle.
- 4) Ask students what they might do to help others become aware of Hawai'i's endangered birds. Suggest that they make "creature feature" stickers to wear around the school.
- 5) Distribute copies of the illustration of the bird to be featured so that students may make them into stickers. They should cut them out, compose a slogan or message, and write it on the sticker. Possible slogans: "Endangered means there's still time", "Save Hawai'i's endangered birds", "Mālama our endangered birds" or "Endangered!"
- 6) Provide two strips of clear contact paper to place over the birds once they have been colored. One strip of contact paper should be used to protect and strengthen the colored side of the bird and the other should be stapled sticky side up on the back of the bird to make the sticker.
- 7) Students could wear the stickers around the school for a day and keep track of the number of students who ask them about the bird featured on their sticker. They should make written notes of the responses they receive from other students as they inform them about their sticker. After recess or lunch initiate a class discussion about the value of making others aware of the plight of Hawai'i's birds.

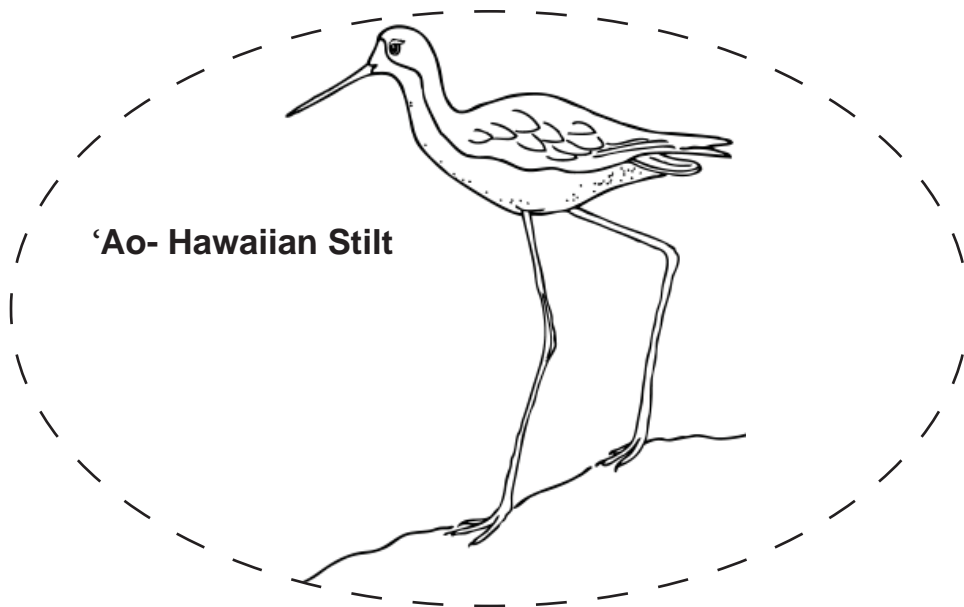
EXTENSIONS:

Creature Feature booklets composed of the stickers and information students write about each bird and their experience wearing the sticker would provide a good follow-up to this activity.

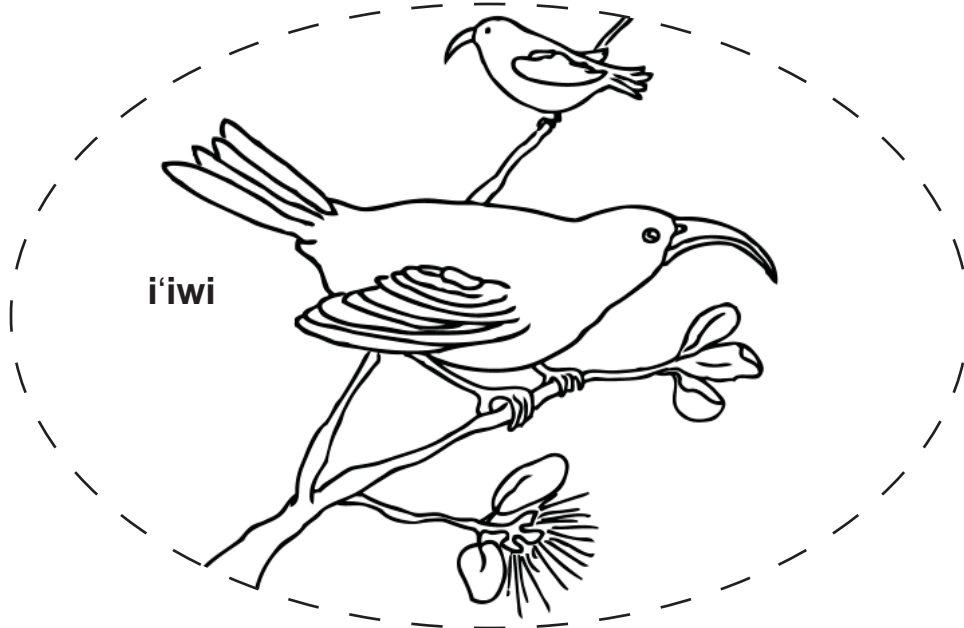
Grade 3 students could solve the riddles presented in the next activity and compose riddles about introduced birds found in the area around the school. Distinguish between introduced and endemic birds.

Grade 4: To cover Standard 4.5.3, advanced students could explain why different organisms need different environmental conditions to survive (e.g. ocean fish need salt water and fresh water fish will not survive in salty conditions) Then, students can more specifically explain the reasons behind why forest birds and open country birds need the conditions they live in to survive. To narrow the scope, students could focus on one type of endangered bird from one of the two posters and detail how and why it became endangered.

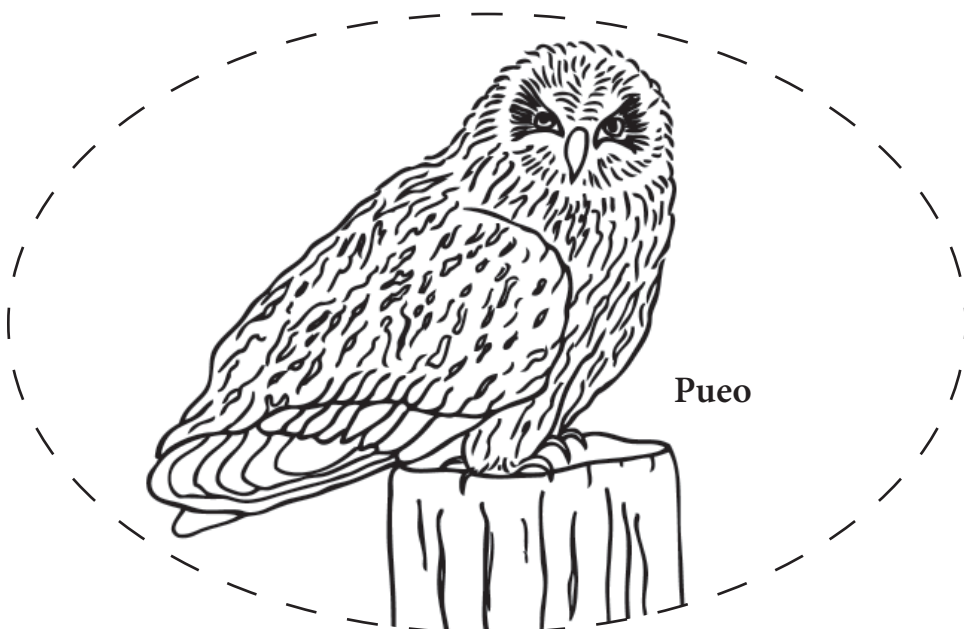
Grade 5: To address the Benchmark for Standard 5.1.2, students could choose one of Hawai'i's unique honeycreepers and give a more in-depth report on the birds specific habits and conditions (forest type, eating habits, adaptations -beak, feet, coloration, etc.) that have assisted in the successful continuation of their species. Students could also discuss how these conditions have altered over time and what this means for the future of the birds. For extra credit, the students could go further and offer some suggestions on how to mitigate negative impacts on these bird species.



'Ao- Hawaiian Stilt

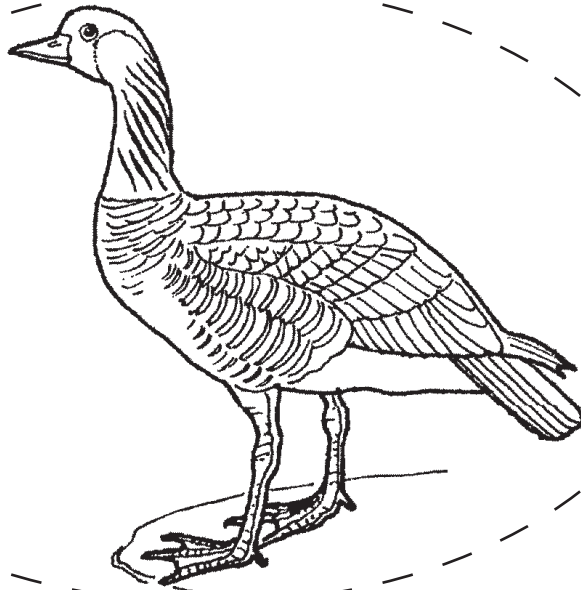


i'iwi

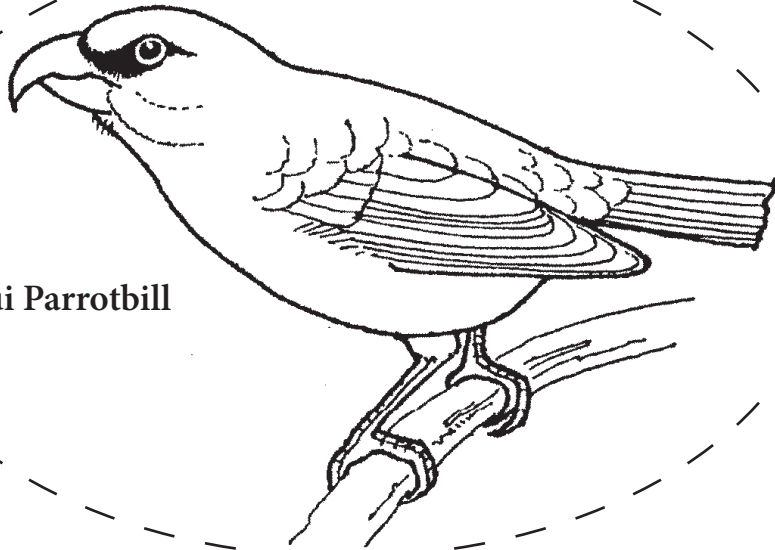


Pueo

Nēnē



Maui Parrotbill



‘Ākohekohe-
Crested Honey Creeper

